


LESSON 127

Phonemic Awareness, Phonics, and Handwriting: Jj/j/

Summary of Core Instruction

 **Daily Routines:** Informal Assessment

★ **Step 1** Teach phonemic awareness and phonics: Jj/j/

★ **Step 2** Teach handwriting: Jj

★ **Step 3** Give handwriting practice

★ **Step 4** Give practice discriminating words

Materials

Student Book for Units 8–9 (KQ, J)

CDs 4 and 6 or the online song animation

Alphabet Card Jj

Teacher and Student White Boards

Crayons

Pocket Chart and Teacher Letter Cards

Handwriting paper

Student Objectives

Reading

Print and Book Awareness

Identify capital and lowercase Jj

Compare J and j and j and i

Phonemic Awareness

Identify /j/

Associate picture names with /j/

Phonics

Associate Jj with /j/

Vocabulary

Understand the meanings of *jolly* and *jab*

Discuss juggling, jacks, jack-o'-lanterns, jack-in-the-boxes, and other fun things

Writing

Handwriting

Form Jj

Use correct spacing and punctuation in sentences

Listening and Speaking

Listen for details in a song



DAILY ROUTINES: Informal Assessment

Blending

Use Teacher Letter Cards for *a, b, c, d, k, l, o, p, q, r, s, t, u*. Form *ack* in your Pocket Chart and have children blend the sounds. Make words ending in *-ack* and have children blend sounds in each new word. Point out that the words rhyme. Repeat with *-ock* and *-uck* families.

<i>-ack</i>	<i>-ock</i>	<i>-uck</i>
back	dock	buck
pack	lock	duck
quack	rock	luck
sack	sock	tuck

Dictation

Say a word, give a context sentence, and ask children to write the word. Tell them the sound /k/ in these words is spelled *ck*.

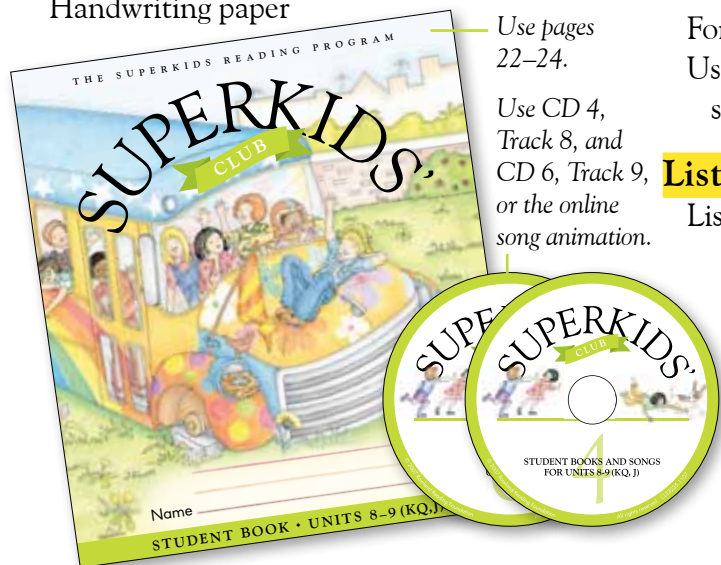
kick lock rocket

Handwriting

Have children read the sentences aloud before copying them. Point out the capital letters and the exclamation mark.

Pick the skunk.

No. Skunks stink!



Use pages 22–24.

Use CD 4, Track 8, and CD 6, Track 9, or the online song animation.



Step
1

Teach phonemic awareness and phonics: Jj/j/

Use Student Book page 22; CD 4, Track 8; and Alphabet Card Jj.



Child circles pictures of juggling rings, jam, jacks, jack-o'-lantern, jack-in-the-box, jump rope.



Play “The J Song” on CD 4, Track 8. Have children turn to page 22. Explain that the pictures on this page show the things Ettabetta would like the Superkids to do while she is the Supernoodle. Tell children they can listen to the Superkids sing a song and find out about Ettabetta’s plans. Play CD 4, Track 8.

Build background and vocabulary. Point out that the song is about the “jolliest jingle jangle day” that Ettabetta is planning. Explain that *jolly* means “happy or fun” and Ettabetta is thinking of fun things for the Superkids to do on her day as Supernoodle.

Help children identify what Ettabetta is thinking about in each thought balloon on page 22. (*a book of tricks, juggling, making a snack with jam or jelly, playing jacks, a jack-o'-lantern, jumping rope, playing cards, a jack-in-the-box*)

Have children circle pictures whose names begin with /j/. Say /j/-*juggle* and have children repeat after you. Tell children that *juggle* begins with the sound /j/. Have

them circle the picture of Ettabetta juggling the rings. Tell them if you name something else in the picture that begins with /j/, they should circle it. Name these things:

jam	jacks	jack-in-the-box
lid	jack-o'-lantern	jump rope
ball	cards	book

Identify capital and lowercase Jj. Have children find the two letters at the bottom of page 22. Tell them that the big letter is *capital J* and the smaller letter is *lowercase j*. Have children point to and say the letter names with you.

Introduce letter-sound correspondence Jj/j/. Explain that the letter *j* stands for the sound /j/ at the beginning of *juggle*. Have children name other things in the picture whose names begin with /j/ and the letter *j*. (*jam or jelly, jacks, jump rope, jack-o'-lantern, jack-in-the-box, jack playing card*)

Now that you’ve taught Jj/j/, display the Alphabet Card for Jj in the classroom for children’s reference.



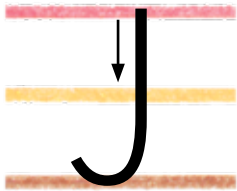
Teach handwriting: Jj

Use Teacher and Student White Boards.

Demonstrate the formation of capital J.

Tell children to watch as you form capital J on your White Board. Explain what you are doing as you slowly form the letter:

Start capital J on the top strawberry line and draw a line straight down toward the bottom chocolate line. Just before you reach the bottom chocolate line, begin making a curve to the left. Touch the bottom chocolate line, then curve up a little toward the middle vanilla line. That's capital J.



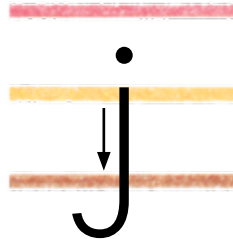
Guide children as they form capital J's.

Have children write capital J several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.

Demonstrate the formation of lowercase j.

Write capital J and lowercase j on your White Board. Point out that J and j look alike, but lowercase j begins on the middle vanilla line and goes down past the bottom chocolate line and it has a dot. Ask which other letter they have learned has a dot. (i) Tell children to watch as you form another lowercase j on your White Board. Explain what you are doing as you slowly form the letter:

Start lowercase j on the middle vanilla line. Draw a straight line down to the bottom chocolate line, but don't stop there. Continue the line down a little past the bottom chocolate line, and then curve around to the left to make a tail. Lift your pencil and make a dot over the j above the middle vanilla line. That's lowercase j.



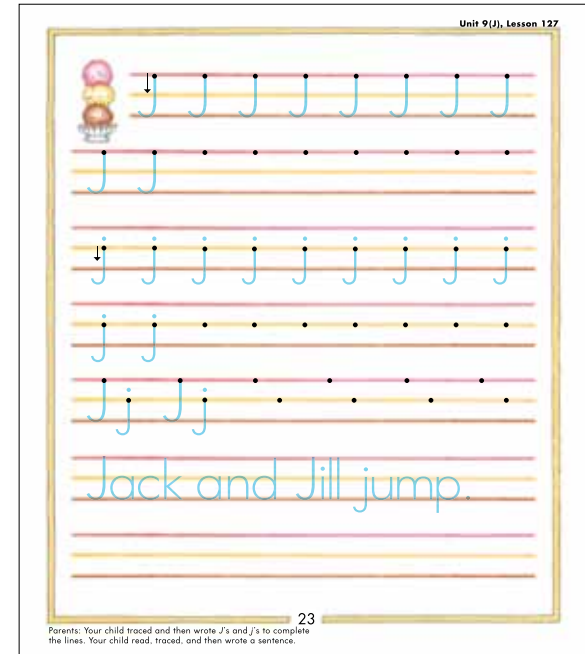
Guide children as they form lowercase j's.

Have children write lowercase j several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.



Give handwriting practice

Use Student Book page 23.



Child traces and then write capital J's and lowercase j's. Child reads, traces, and then copies a sentence.

Have children trace and write Jj's and a sentence. Tell children to open their books to page 23. Point out the capital J's and lowercase j's. Have children read the sentence to themselves and then read it aloud together. To complete the page, tell children to trace the blue letters in each row and write the same letter or pair of letters in the row wherever they see a black dot. Have them trace the sentence and write it again on the last line.

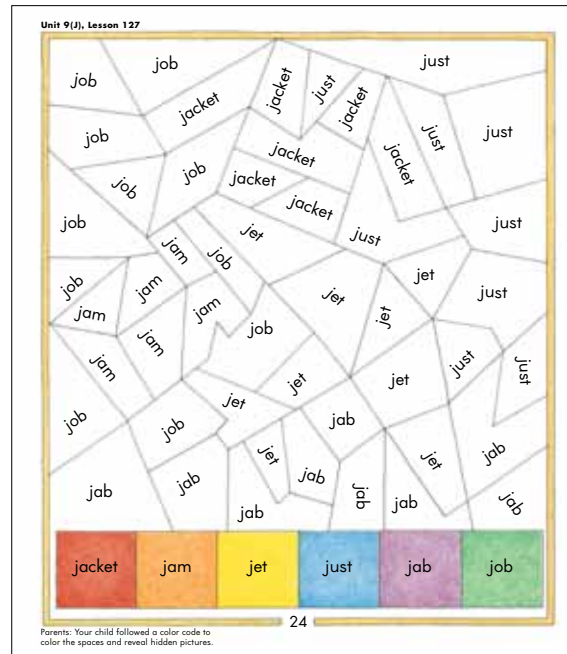
Circulate and guide children as they work. Watch how children form the letters and correct them as needed. Point out that the sentence begins with a capital letter and ends in a period. Remind them to leave space between words, about the width of a fingertip.

After children complete the page, have them look over the letters they wrote and underline their best capital J and lowercase j.



Give practice discriminating words

Use Student Book page 24; red, orange, yellow, blue, purple, green crayons; and CD 6, Track 9.



Child follows the color code at the bottom of the page to color spaces and reveal hidden pictures of a jacket, jet, jar of jam.

Have children decode words and review the color code. Have children turn to page 24. Tell them this page has a fun hidden-picture puzzle from Ettabetta. Explain that they will follow a color code to color spaces on the puzzle and reveal three hidden pictures.

Point out the color code at the bottom of the page. Ask what letter is at the beginning of the word in each box. (j) Help children read the words aloud. Point out that *jab* means “to poke” and a *jet* is a big airplane. Have children identify the color of the box that has the word *jacket* on it. (red) Explain that they should use a red crayon to color every space on the puzzle with the word *jacket*. Ask what color they should use for spaces with the word *jam* (orange), *jet* (yellow), *just* (blue), *jab* (purple), and *job* (green).

Have children discriminate words and color spaces. Tell children to color all of the spaces following the color code. Point out that some of the words, such as *jab* and *job* look alike, and remind them to read the words in the puzzle and code carefully. When children finish, have them identify the pictures revealed by their coloring. (*jacket, jet, jar of jam*)



Replay “The J Song.” Tell children they will hear the Superkids sing “The J Song” on CD again. Have them pretend to jump rope when they hear a word in the song that begins with the letter j and the sound /j/, like *jump*. Play CD 6, Track 9.



TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reteach Phonics: Jj/j/

Use *Pocket Chart and Picture Cards 63–67*.

Place the Picture Card of the jump rope in the first pocket of the Pocket Chart. Point out that *jump rope* begins with the sound /j/. Have children say *jump rope* as they pretend to jump rope. Write *Jj* on the lines above the first pocket and have children identify the letters. (*capital J, lowercase j*) Remind them that *j* stands for /j/, as in *jump*.

Put the Picture Card of the jacket next to the jump rope card. Name the picture and have children identify the sound and letter at the beginning of *jacket* (/j/, j) Repeat with the Picture Cards of the jack-in-the-box, jar, and jug. Ask how all the picture names are alike. (*They all begin with /j/ and the letter j.*) Conclude by saying /j/-*jump rope* and pointing to each card again. Have children say each picture name while pretending to jump rope.

Reinforce Phonics: Jj/j/

Use *Blackline Master 40, scissors, and glue*.



Child cuts out and glues on the jar pictures of a jacket, jack-o'-lantern, jump rope, jack-in-the-box, jet, and jacks.

Distribute copies of Blackline Master 40, scissors, and glue. Have children identify the letters *Jj* and tell what sound *j* stands for. (/j/) Point out the picture of the large jar with boxes on it. Then help children name the pictures on the right. (*jacket, gloves, jack-o'-lantern, jump rope, jack-in-the-box, jet, cricket, jacks*) Tell children to cut out the pictures and glue in the boxes on the jar the pictures whose names begin with the letter *j* and the sound /j/ like *jar*.

Reinforce Phonics: Initial Letter-Sounds

Use *paper circles and markers or chalk*.

In advance, write on large paper circles letters for sounds children know, one letter per circle. Make several circles for each letter. Scatter the circles on the floor with the letters face up. Then play “Stand on the Letter.” Say a sound for one of the letters and then have children find and stand on a circle with the letter that makes that sound. Vary the game by saying a word and having children stand on a circle that shows the letter at the beginning of the word. You can also have children choose a circle to stand on and then ask them to name something that begins with the letter on their circle. Make up funny movements for children to do as they search for a letter—for example, ask them to jump on a *j*, skip to an *s*, hop to an *h*, pounce on a *p*, or wiggle over to a *w*. Children should remove their shoes before playing to avoid tearing the circles or play outside, drawing circles and letters with chalk.